KANSAS STATE DEPARTMENT OF EDUCATION

KESA ACTION PLAN EXEMPLARS

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KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

FEBRUARY 13, 2025

Action Plan

Component #1

Standards Alignment

We align lessons, instruction, and materials to Kansas Standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills.

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

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Context for implementing Structure/Lead Indicator: A brief description of the system action to add local context (e.g., content areas, grade levels and staff receiving training).

Following the initial October Professional Development and the November data review staff were surveyed and it was determined the majority of staff felt Standards Alignment was where we needed to begin as a district.

Measures of Progress: Measures of progress help systems focus on implementation and organize reporting on progress.

HQIM in Budget

6 Month Target

Jan 20, 2025 Marcia Tate will be presenting to all PK-6 staff during our collaborative inservice day with two other school districts. Teachers are grouped according to grade level or content for the entire day and the work focuses HQIP.

1 Year Target

Building principals will include look-fors that were part of the Jan 2025 inservice and BLT practices implemented as a result of the initial training.

Structured Literacy professional development in budget

6 Month Target

April 2025 begins the first day of six days of training for Keys to Beginning Reading for all elementary, SPED and ELA teachers.

1 Year Target

By October 2025 all participants will have completed the training and also additional district requirements related to Structured Literacy. Teachers earn a stipend following peer-observation demonstrating the use of strategies learned in the fall.

Additional Information goes here

Why is this the right action for your school system?

At this time, we are not 100% sure all of our staff members know their standards. We want to ensure they are aligning their instructional resources with the current state standards.

What is your current data and evidence related to this action?

Our state assessment scores are not moving. Our test scores aren not bad; however, they continue to smolder and we believe we could improve our assessments if we knew our teachers were aligning their instruction with state standards. Teachers have reported they are not aligning their practices with the state standards either because they didn't know how or time was a factor.

What are your anticipated next actions?: Consider what might be part of a future action plan that helps build coherence across the school system.

Our district is committed to providing Professional Development time for our staff as demonstrated in this year's calendar to dig into this work. We currently have one day a month devoted to PD, as well as, days at the beginning and end of the school year, too. Our Professional Development focus includes a strong emphasis on Standards Alignment. As we develop the 25-26 District Calendar we want to eliminate the "time excuse" for our teachers to be able to collaboratively achieve this goal.

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IEP data and review of records indicates that not all subjects have standards-aligned curriculum and IEP goals are not uniformly aligned with curriculum or state standards.

Measures of Progress: Measures of progress help systems focus on implementation and organize reporting on progress.

Teachers trained in standards alignment

6 Month Target

[redacted] Curriculum Team will complete both sessions of "Empowering Leaders Curriculum Series" training (Greenbush) by Dec 4 2024.

1 Year Target

All campus certified staff (100%) will be trained in standards alignment and scaffolding by the Curriculum Team.

Additional Information goes here

Why is this the right action for your school system?

We have had six new certified teachers hired in the past six years [redacted] and we have purchased new curriculum for ELA, Math, Social Studies, and Functional Skills in the last year. While our campus teachers have awareness of academic state standards, we want to increase the intentionality of standards use and alignment with new curriculum and AIMSweb Plus data to improve and adjust instructional practices in our classrooms. Campus and outreach teachers will need to increase their awareness and use of: Early Learning Standards, SEL Standards, Vision Standards and Academic Standards (KS College and Career Readiness Standards).

What is your current data and evidence related to this action?

A review of our current IEPs shows the majority of our goals are aligned with state standards (Math 90.0%; ELA 89.6%; SEL 75%; ECC 90.3%). However, it is not clear how these standards are selected and/or if they are updated and reviewed regularly. Teacher lesson plans and /or unit plans do not show consistent or thoughtful alignment with grade-level standards. Walkthrough does not record the consistent use of grade-level standards in classroom instruction. Our outreach teams have not had training or emphasis placed on their knowledge and use of standards. Administration has not provided adequate professional development or support in alignment of standards with instruction.

What are your anticipated next actions?: Consider what might be part of a future action plan that helps build coherence across the school system.

Next steps are to align our teacher walkthroughs and evaluations to ensure that we are able to capture evidence of use of state standards in teacher planning instruction. We will conduct group training during our CLC (Collaborative Learning Community) with our certified staff (campus and outreach) to demonstrate how state standards can and should be aligned with IEP goals and and instruction. IEPs will be reviewed to ensure that goals are aligned with grade-level standards.

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The district will adopt a new ELA/Reading curriculum that better aligns with state standards and supports structured literacy. The curriculum committee will research curriculums and present two-three to all staff who teach ELA/Reading for a vote. The board of education will approve the curriculum, and it will be included in the district budget.

Measures of Progress: Measures of progress help systems focus on implementation and organize reporting on progress.

HQIM in Budget

6 Month Target

ELA/Reading curriculum is selected by the curriculum committee with input from all staff who teach ELA/Reading. The selected curriculum is approved by the board of education. The approved curriculum is included in the district budget.

1 Year Target

The approved ELA/Reading curriculum has been purchased. Staff has been trained with meaningful professional development. Curriculum is being implemented with fidelity.

Additional Information goes here

Why is this the right action for your school system?

A new curriculum that is aligned to the state standards and structured literacy will help the district to increase the number of students at benchmark on Fastbridge and showing increases in their state assessment API level.

What is your current data and evidence related to this action?

In the spring of 2024 42% of students did not reach benchmark on Fastbridge aReading. On the 2023 ELA State Assessment 35.71% of students showed a decrease in their API level.

What are your anticipated next actions?: Consider what might be part of a future action plan that helps build coherence across the school system.

The district will provide continuous meaningful professional development and will build time for collaboration into the calendar. Vertical and horizontal review of data to track the impact of the new curriculum.

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Component #1

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Using content and grade level standards, [redacted] will provide collaboration time for grade level and content teams to develop curriculum guides. A consistent template will be utilized system wide. * PreK-5th teachers will develop a guide for reading and math at each grade level. * 6th - 12th teachers in all content areas will develop curriculum guides for two courses with priority given to required courses.

Measures of Progress: Measures of progress help systems focus on implementation and organize reporting on progress.

District expectations for curriculum guide creation aligned to standards.

6 Month Target

*A consistent template for curriculum guides will be created. *6th - 12th all content areas - curriculum guide in place for one course. *PreK- 5 - Math curriculum guide in place.

1 Year Target

*6th - 12th all content areas - curriculum guide in place for a total of two courses. *PreK- 5 - ELA curriculum guide in place.

Additional Information goes here

Why is this the right action for your school system?

Currently, [redacted] lacks a living curriculum guide with an annual review process. This action step will provide essential support to new teachers and assist current teachers with standards alignment, pacing, learning intentions, and assessment alignment. Best practice indicates that this is the first step to improved student achievement.

What is your current data and evidence related to this action?

[redacted] has experienced recent growth in student learning as evidenced by improved state assessment scores. A robust intervention system has also been implemented. The creation of curriculum guides will provide a focus for Tier 1 instruction. Valuable feedback affirmed this action, as follows: * The DLT conducted a comprehensive needs assessment, analyzing district assessment data, qualitative data, and the guided reflection questions. *Staff feedback was gathered during in-service. *Additional input was collected from the Board of Education and community members at a site council meeting. In all cases, the data indicated 80% of staff and stakeholders agreed that curriculum alignment was the most valuable next step.

What are your anticipated next actions?: Consider what might be part of a future action plan that helps build coherence across the school system.

Year 1 actions: * create template * schedule collaboration time during district PD days for alignment work In addition to the achievement of 6-month and 1-year targets, Year 2 actions include: *creating curriculum guides for additional courses and content areas. *refinement of curriculum guides with a focus on HQIM, identification of priority standards, and assessment alignment. *providing structures for vertical alignment to strengthen overall continuity and impact.

Action Plan

Component #1

Structured Literacy

We provide literacy instruction in PreK-12 aligned to the science of reading and asure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy

Professional Learning

District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.

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We have committed to training all elementary and middle school teachers in LETRS and will include structured literacy in our professional development plan moving forward in order to support certified staff in achieving the new licensure requirements. This further supports our goals of raising achievement on the state assessments. Typically, we outperform the state in most areas however, we have 27% of our students currently performing at level 1.

Measures of Progress: Measures of progress help systems focus on implementation and organize reporting on progress.

Teachers trained in structured literacy
6 Month Target

50% of certified staff will have either trained in LETRS modules 1-3 or have plans to complete training in modules 1-3.

1 Year Target

50% of certified staff will have either trained in LETRS modules 1-6 or have plans to complete training in modules 1-6.

Professional Development plan accounts for vertical alignment and collaboration time.
6 Month Target

The district leadership team will develop a Professional Development plan for the remaining designated days of the 24 -25 school year.

1 Year Target

The district leadership team will develop a Professional Development plan for the school year 2025-2026. This includes meeting with the professional development council per negotiated agreement. The Lead Team will then communicate the plan to staff.

Additional Information goes here

Why is this the right action for your school system?

The state's latest recertification requirements mandate that teachers be certified in Structured Literacy, which aligns with our commitment to improving student outcomes. Research shows that a highly trained staff leads to more effective implementation of evidence-based instructional strategies, which in turn enhances students' reading skills and boosts standardized test scores. While our current state assessment scores exceed most state averages, there is still room for growth, particularly among students at the lower levels. By prioritizing Structured Literacy training for our educators, we are ensuring that our students receive the targeted support they need to continue making progress and close achievement gaps.

What is your current data and evidence related to this action?

Historic state assessment ELA scores indicate that as a district, 27% of students fall in the level 1 category. While outperforming the state, we still have students underperforming on the state assessments. This data is supported with screening scores from FastBridge indicating that 14% of students score in the High-Risk category, and 20% of students score in the Some Risk category on the aReading tests. On recent state assessments, our level 3 percentage of students surpasses state averages and level 4s rival the state average. Through structured literacy professional development and implementation, we hope to improve outcomes for all students in the lower levels and higher risk categories.

What are your anticipated next actions?: Consider what might be part of a future action plan that helps build coherence across the school system.

The district leadership team will develop a comprehensive professional development plan, incorporating dedicated collaboration time and targeted learning opportunities for Structured Literacy, with a focus on specific LETRS training. We will schedule a meeting with the Professional Development Committee to gather feedback on staff needs and concerns. Once the plan is finalized, we will communicate it clearly to all employees. To ensure successful implementation, we will continue providing ongoing support through regular feedback, walkthroughs, and evaluations. Additionally, individualized support will be available to staff as needed to help them effectively apply Structured Literacy strategies in their classrooms.

Action Plan

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Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.

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Context for implementing Structure/Lead Indicator: A brief description of the system action to add local context (e.g., content areas, grade levels and staff receiving training).

Professional Development will be provided to teachers to support high quality, rigorous, and engaging instructional strategies that align with state standards.

Measures of Progress: Measures of progress help systems focus on implementation and organize reporting on progress.

Educator perception data on professional development impact

6 Month Target

Create a survey for teachers that asks teachers if they feel PD supports high quality, rigorous, and engaging instructional strategies that align with state standards.

1 Year Target

Teaching staff will evaluate effectiveness of professional development on standards alignment creation.

Teachers trained in standards alignment

6 Month Target

A minimum of two late-start professional development sessions per month will be focused on standards alignment. A template will be developed and support provided to teachers to complete one unit plan for one prep.

1 Year Target

Teachers will have two units completed per prep. Spend Back to School Professional Development on standards alignment.

Additional Information goes here

Why is this the right action for your school system?

This is the right action plan for our school system because high quality, engaging education has been proven to help students perform well on state assessments and find post-secondary success.

What is your current data and evidence related to this action?

Post-secondary success: Our 5 year success average is 46.4% Our 5 year effectiveness average is 43.7%. Our 5 year graduation average is 94.1%. Drop-out rate was 0% last year. Fast bridge and State assessment data - https://docs.google.com/presentation/d/1wmlOnYDl53vyCr2aStiIGVrOaWnazkCpgOCEpx7jzZw/edit?usp=sharing

What are your anticipated next actions?: Consider what might be part of a future action plan that helps build coherence across the school system.

1. Identify instructional strategies we want to use and create a walk-through tool to be used by admin or the instructional facilitator. 2. Create a consistent tool to collect data on student engagement, use of CHAMPS, and utilization of instructional strategies. 3. Provide Professional Development that supports high quality, rigorous and engaging instructional strategies. 4. Use Professional Development time to allow teachers to collaborate and share how they are using the instructional strategies in their rooms. 5. Meet with teachers to ensure standards alignment. 6. Provide clarity and transparency to teachers on the purpose and approach of our action plan.

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District wide PD for all certified staff will be directed toward effective instructional strategies. Strategies will be chosen from but not limited to those identified in Visible Learning by John Hattie.

Measures of Progress: Measures of progress help systems focus on implementation and organize reporting on progress.

PD agendas, Professional Development Exit Surveys, walk through observation data showing use of stra

6 Month Target

In 6 months from 11/6/2024, the amount of time equivalent to 2 PD days will focus on effective instructional strategies.

1 Year Target

In one year from 11/6/2024, the amount of time equivalent to 4 PD days will focus on effective instructional strategies.

Additional Information goes here

Why is this the right action for your school system?

In order to improve the learning of all students, a focus on improving core tier 1 instruction needs to occur. This will improve the overall instruction in all areas for all students.

What is your current data and evidence related to this action?

Our MTSS has shown improvements in moving students out of Level 1 on KAP. However, we are seeing some decline in Level 3&4. Effort needs to be made for improving Tier 1 core instruction to ensure students are learning to the best of their ability.

What are your anticipated next actions?: Consider what might be part of a future action plan that helps build coherence across the school system.

The district will be adopting and implementing a tier 1 core HQIM for ELA. During this process, we will be ensuring that our standards are properly aligned as well as assessments measure the standards appropriately.

Action Plan - [redacted]

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Action taken: Intentionally schedule and plan in-service days for all teachers to collaborate with grade band and department colleagues to focus on updating our curriculum maps, and reviewiing current district and state data to evaluate the effectiveness of instruction and if necessary adjust plans. How: Teachers, Administrators, and Board will create a master calendar that allocates an in-service day after every assessment period for intentional review of data.

Measure(s) of Progress: Measures of progress help systems focus on implementation and organize reporting on progress. What will you use to measure progress in the action your system is taking?

District collaboration expectations for standards data analysis

6 Month Target - In 6 months after your School Improvement Day, what progress do you expect to make?

Within six months, admin and teachers will utilize two professional learning days to review all district and state assessment data and identify strengths and potential instructional gaps.

1 Year Target - By your next School Improvement Day, what progress do you expect to make?

Within one year, administration and teachers will utilize four professional learning days to review new data, update curriculum maps, and adjust instruction if needed.

Additional Information goes here

Why is this the right action for your school system?

Our district goals for the past few years have centered around improving literacy instruction and increasing the number of students scoring at grade level or above on state and local assessments. Last year started training our elementary staff in LETRS and updating our curriculum maps to reflect our current curriculum. This work prepared us for our school improvement day and identified some additional work needed in the area of professional collaboration to keep our momentum going. We believe quality instruction makes the most sense for all of our people to be part of the work, but we have elements of the other three fundamentals that will be addressed within our collaboration times. This process will keep us moving forward!

What is your current data and evidence related to this action?

We completed the radar activity that we did at our school improvement day with our Board and in both of our buildings. Each group had fundamentals and structures that they prioritized a little differently. Consistently, professional collaboration was identified as a necessary structure to ensure that we have the time needed to make progress with the curriculum we adopted recently at the grade school and the anticipated adjustments made by staff doing LETRS training. In our most recent survey data on the Leader in Me MRA, we noticed that collective and instructional efficacy was identified by both buildings as an opportunity for growth. Both buildings identified these as priorities in their action plan so this aligns well.

What are your anticipated next actions? Once this one-year action plan concludes, what do you anticipate being the next action your system will undertake? Consider what might be part of a future action plan that helps build coherence across the school system.

We will allocate time during our two upcoming inservice days for teachers to review their most recent data points. We have fastbridge and iReady data as well as our interim assessment results for most groups to go over. This will be accomplished in grade bands and department meetings. We anticipate that this time will identify some areas of strength and opportunity that will be used as we continue our work to update our curriculum maps. In a year, we will evaluate the impact of our intentionality with our standards work. We are not where we want to be on our outcomes yet, so the next anticipated step could be Tiered System of Supports or Family Partnerships with an academic focus.